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Social Studies in the High Schools to Meet the Changing Social Order

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**SOCIAL STUDIES IN THE HIGH SCHOOLS TO MEET
THE CHANGING SOCIAL ORDER**

By

Mabel Motte Barnwell

**A THESIS IN EDUCATION SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF**

BACHELOR OF SCIENCE

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August 1936

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To the above mentioned,the writer is grateful and appreciative.

Mabel Motte Barnwell

OUTLINE

I. Introduction

A. What Subjects Constitute Social Studies.

1. Ancient History, Ancient and Medieval History, Medieval and Modern History, English History, General History, American History, Community Civics, Vocational Civics, Economics, Sociology, Social Science, Educational Guidance, and Vocational Guidance.

B. Guiding Principles in Social Studies.

1. Selection of materials.
2. Organization.
3. Presentation.

II. Needs for Developing Social Studies.

A. Aesthetic.

B. Practical

III. Suggestive Program for the Teaching of Social Studies in the High School.

A. Objectives.

B. Suggestive Approaches.

C. Suggested Activities.

IV. The Curriculum.

A. Definition of Curriculum Construction.

B. Need for Curriculum Revision.

C. Objectives.

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INTRODUCTION

The public schools of a dynamic society are charged with the difficult responsibilities of serving a conscious agent for social improvement. Satisfactory assumption of this responsibility requires that the public schools proceed in such a manner that two major objectives will be accomplished. The first of these is that of making it possible for each boy and girl to acquire an understanding of the present social order, its complexities, its problems, its hope, and its memories.

The second in that of making it possible for each boy and girl to achieve the maximum of his or her potential ability to contribute to and live in a better social order. To this end it is imperative that each individual acquire adequate skill with the necessary fundamentals.

There are certain standards which society expects its mature individuals to attain. It expects that its citizens will learn various modes of living and become acquainted with accepted standards of behavior, that they will gather a sufficient fund of knowledge and habits to help them solve life's problems and they will have a more sympathetic understanding of other peoples and their problems. Therefore the big objective of the social studies is to bring about an adjustment of human personalities and the making of better citizens.

To neglect the development is to neglect the most important phase of education. The forms of learning that should be

encouraged are those that lead on the intellectual side to generalizations. On the habit side to the cultivation of useful skills, on the side of attitudes and appreciation to the recognition of those relationships which are permanently satisfying.

Education must abandon the practice long obsolete in science of relying upon easily found traditional values as guides in the educative process. The school of today has a much larger part of the educational load to carry than did the traditional little red schoolhouse of many years ago. Social changes have imposed larger demands on children together with waning educational possibilities in their life outside. It is as Dewey says, "Radical conditions which have changed and only an equally radical change in education will suffice". The social studies are characteristic of the modern school.

1. Selection of materials

2. Organization of materials

3. Presentation

1. Selection - What are the essential facts which should be known by the student? What are the essential facts which should be known by the student? What are the essential facts which should be known by the student? What are the essential facts which should be known by the student? What are the essential facts which should be known by the student?

(a) Material WHAT CONSTITUTES SOCIAL STUDIES

The term "social studies" is used to include those portions of ancient history, geography, civics, economics, sociology, medieval history, English history, general history, American history, community civics, vocational civics, social science, educational guidance, vocational guidance, and political science.

The social studies as defined by the Committee on Social Studies of the Commission on the Reorganization of Secondary Education, are understood to be "those whose subject matter relates directly to the organization and development of human society and to man as a member of social groups".

The above subjects are necessary to the attainment of an effective understanding of the basic principles underlying living together in the modern world. During the social studies period every advantage must be taken of the opportunities for the incidental learning of composition, mathematics, industrial arts, and other skills and habits.

(b) GUIDING PRINCIPLES IN SOCIAL STUDIES

1. Selection of materials.
2. Organization of materials.
3. Presentation.

1. Selection—A host of factors constantly clamor for consideration in any attempt to plan educational procedures having these objectives their ultimate goal. An attempt to plan what to teach and how to teach, in your school will necessarily force you to decide many issues, many problems to solve, and many questions to consider.

- (a) Materials selected for the unit should approximate life situations, and at the same time include elements shown by social analysis to be desirable.
- (b) The various subject matter fields are to be considered as sources of material from which to draw in carrying out experiences rather than as ends.
- (c) Materials of instructions should be selected with a view of making it possible for the learner to acquire that development most helpful in meeting and controlling life situations.
- (d) To stimulate thinking, there must be devised an arrangement of activities and other materials of instructions by which the pupil will be confronted constantly with problems to be solved.
- (e) Activities, experiences, and materials should be so arranged as to give the learner carefully planned assistance.
- (f) It should not only be the privilege but also the obligation of each generation to learn clearly why the forms of conduct which it adopts are good and why those which it rejects are undesirable.
- (g) The teacher's judgment of what is real to the pupil is an important force behind the organization and development of units of work. A unit of work is real to the child only as long as the child himself continues to see possibilities in it.

- (h) Economy in learning requires that the educational resources of local life be utilized.

2. Organization:

- (a) In organization of subject matter a psychological order should be used. It should be organized with special reference to the previous experience, present needs, and interest of pupils for whom it is intended.
- (b) The intellectual work of the school should be focused upon definite, clear cut problems, providing concrete, interesting, and intelligible examples.
- (c) It is very important to provide facilities which will stimulate the most able children to the attainment of their fullest intellectual development.
- (d) Learning is active. The laws of learning should control the organization and the presentation of subject matter.
- (e) To learn is to acquire a way of behaving. Learning is never single. Every learning situation involves concomitants. Purposeful self activity is fundamental to learning. Materials should be organized so as to insure economical and effective learning according to the principle of interest, use, and difficulty. The program or outline of work should always be considered tentative and should be modified where and whenever good reasons appear. It should be so arranged as to provide for both individual differences and increasing participation in life.

3. Presentation:

- (a) The teacher should be concerned primarily with the accomplishment of the pupils, in terms of mental ability that they possess, and as an expert guide to secure for each child his maximum growth.
- (b) Each subject should be taught so as to insure the greatest amount of transfer, but no subject should be included for transfer value only.
- (c) Teaching should at all times be free and informal.

Through the study of social studies carefully guided by the teacher, the pupil will develop the attitude and appreciation for:

- 1. The cultural side of life.
- 2. The practical side of life.

Through the appreciation of the finer things of life the child will develop a permanent interest in observation of his immediate surroundings, the tree, flowers, hills, and nature in general. He gains an optimistic view of life.

The social studies introduce the child to the scientific method of thinking, which enables the child to acquire such facts and principles of nature and the practical side of the home and community life as well make him a more efficient member of society.

Today the teacher is the most potent factor in molding society of tomorrow. She has a big responsibility, for it is mainly in her classes that the student is to get the training

that will fit him for citizenship. She wishes to develop in the student the ability to think, to draw generalizations and to apply these generalizations to the problems of everyday life.

She wishes to develop in the child the open mind, the ability to see both sides of life namely, (1) the cultural side (2) the practical side. Most of all she wishes to develop satisfaction and enjoyment in the study of the social studies as will result in the habit of keeping informed on social conditions by reading and personal investigation.

It is the purpose of social studies that desired habits will become so firmly fixed during life in school that will carry over and function all through the adult life of the student. You are thinking that, that is a very big job for the teacher. True it is a pretty big job, but the time is ripe for it, and every agency in society is working with the schools toward the realization of that aim.

In this rapidly changing world the aims and objectives of the new education can never be realized solely through the use of textbooks. The child's interest is in the present and its problems, and he must resort to vicarious experiences to get the knowledge he must have to solve the problems in this increasingly complex society. The more problems the individual is faced with, the more and varied reading experiences he must have.

The teacher of the rural high school faces the biggest job that confronts any teacher. Her task calls for a greater versatility of talents than any other teacher's. Her problems are

many. She is frequently supplied with a meager amount of supplementary material, heavy burden of preparation, short recitation periods, due to many classes. More often than not, she has retarded pupils to make her work still more challenging. In such cases the teacher will find the carefully guided social studies and a thorough knowledge how to grasp and find the material all about you, whether in the city or country, rich in learning situations, for the development of the desirable abilities which we hope to inculcate in our pupils. Thus a knowledge of how to find, comprehend, evaluate, and organize material may be attributed to this plan.

There is much to be done in the field of social studies that will bring about a unified course. The problem then is to change the method and obtain adequate materials to teach the social studies in a unified manner.

NEED FOR DEVELOPING SOCIAL STUDIES IN THE HIGH SCHOOL

Aesthetic:-What the wise parent wants for his child the community wants for all its children. Through social studies a fine spirit of appreciation can be built up.

We doubt not that God is a lover of beauty. He fashioned the world in beauty, when there was no eye to behold them but His own. Every cliff, mountain, and tree is a statue of beauty. Every leaf, stem, and flower brought into the classroom, passed in the yards, and parks, found in the woods is a form of beauty. Every hill, dale, and landscape is a picture of beauty. Every diamond, rock, and pebbly beach is a mine of beauty.

There is beauty in the songsters of the air. When these forms of aesthetic appreciation have been presented to the pupil in a manner so as to carry over, he will be able to appreciate the beauty of spirit, soul, mind, heart, and life; these forms of beauty are those which perish not.

Through social studies the habits, and aesthetic appreciation can be acquired early; thus making for greater happiness in the home and outside associations. The child is able to appreciate efforts made by the parents for a beautiful home and yard. He will be happy to assist in making them as such by becoming more interested in their environment.

Practical:-Through social studies the child gets a practical use of knowledge. Fortunately the great interest of children in the activities and occupations of the people in their environment manifested in their imaginative and dramatic plays, and supplies the natural starting point for work in this field. In consideration of the child's interests and needs, then the program of social studies can be arranged to make definite provision for the extension and interpretation of experiences with some of the simpler phases of domestic, industrial, and civic activities of community life.

Social Studies Tend to:

1. Give children opportunity for self-expression.
2. Provide experiences in planning and decisions.
3. Encourage original ideas and suggestions.

4. To provide material for reading from the child's own experiences.
5. To develop respect for the opinion, work and efforts of others so as to carry over and will be able to appreciate the beauty of spirit.

We are interested in the development of the whole child, and want the environment in which he lives several hours of the day to furnish opportunity for the best life possible.

Education dealing with life itself can never be so thoroughly mechanized as to make it possible to furnish a classroom mechanic with receipts and specific methods of procedure appropriate to every situation.

The teacher must have ready in advance information, sources of information, and specific procedures to use if the occasion demands. He must have sufficient quality and discernment to understand individual pupils; the ability to understand the ends to be attained and the quality of resourcefulness, which will enable him to keep his methods of procedure flexible enough to meet the needs of the occasion.

A new type of method which emphasizes how to think rather than what to think, should be developed. The child should be assisted to the point where he can and will think for himself.

A SUGGESTIVE PROGRAM FOR THE TEACHING OF SOCIAL STUDIES IN THE HIGH SCHOOL

Special Activities in the Community.

1. How the community helps the family play and enjoy living.
 - (a) Cooperation in both work and play is essential to wholesome happy family life.
 - (b) Normal healthy children enjoy vigorous play.
 - (c) Playing fair and sticking to the rules of the game make it easier to be honest in all walks of life.
 - (d) Play makes one quick to see, quick to act; it brightens the mind and puts him in tune for work again.
 - (e) In recreation we are all rich and poor alike dependent upon group planned facilities for a large portion of our recreational life.
2. Research Activities.
 - (a) Collect specimens of food, clothing, and building material.
 - (b) Collect pictures and clippings for bulletin board and booklets.
 - (c) Read charts constructed by class after excursions have been made.
 - (d) List foods as vegetables, fruits, cereals, milk products, and nuts.
 - (e) List the community helpers who supply our community needs for food, clothing, and shelter.
3. Discuss Activities.
 - (a) Discuss foods as to source.
 - (b) Best foods for children.
 - (c) Plan in group discussions what to look for on a particular excursion.

- (d) Plan the unit first by discussing the work of the group of individuals, selecting committees, planning constructive problems, and selecting material to be placed on charts.

4. Practice Activities.

- (a) Make charts and posters concerning community helpers.
- (b) Compile home, clothing, and food booklets.
- (c) Dramatize occupations such as: iceman.
- (d) Plan a well balanced menu for a picnic.

SUGGESTIVE APPROACHES

1. Talk informally with children to learn their interests, and to determine what background of knowledge, and experience they have had upon which to build.
2. Display books, curios, pictures, tell stories relating to that phase of the general unit which you plan to develop.
3. The construction of a playhouse may stress the clothing for the dolls.
4. Visit a house under construction or in process of being remodeled or repaired.
5. Take excursions, make exhibits, and lead the pupils to desire to know more about the people who supply their food, clothing, and shelter. Care of clothing and home respect for the rights of others.
6. Habits of eating slowly and silently; using proper utensils, being courteous; talking about pleasant things at the table, and eating candy only at mealtime.

7. Thrift in the care of clothing. In considering the best life for the child we will find that he has certain rights, namely: the right to be a person; the right to guidance and protection; the right to have opportunities to appreciate the beautiful, and the right to enrich his experiences.

Some Provisions that Can be Made:-an aquarium, garden tools, bird houses, cages for animals, and many other things that can be used.

Collection of marine life.

Collection of weed and seeds.

Collection of waxed and mounted seeds and pressed leaves

Collection from all sorts of pictures.

8. Wearing clothing suitable to the temperature of the weather and occasion.
9. Skill in (1) using materials economically, (2) ability to work with groups; to help plan activities; to read labels and charts, to make booklets, execute a group activity, (3) selecting materials for a given purpose (4) self expression, oral as well as written; reading materials contained in charts and books to get needed information.

DESIRABLE OUTCOMES

1. Knowledge and understanding of properly balanced foods for children.
2. How foods are produced, preserved, and delivered to homes.
3. How to cook and serve simple foods.
4. How to buy foods for family; prices of staple foods such as milk, eggs, and bread.

5. How to select well balanced lunches in school cafeterias, an appreciation for* those helpers who produce, prepare, and make easily accessible to us a variety of food, clothing, and shelter materials.

Need for Curriculum Revision: A Summary of the

will require a change in the present curriculum. The present curriculum is based on the assumption that the child is a passive recipient of knowledge. It should be revised to reflect the fact that the child is an active participant in the learning process. The curriculum should be revised to reflect the fact that the child is a member of a community and should be responsible to the community. The curriculum should be revised to reflect the fact that the child is a member of a society and should be responsible to the society. The curriculum should be revised to reflect the fact that the child is a member of a culture and should be responsible to the culture. The curriculum should be revised to reflect the fact that the child is a member of a world and should be responsible to the world.

Objectives of the Curriculum Revision

The objectives of the curriculum revision are to provide a more comprehensive and balanced curriculum for the child. The curriculum should be revised to reflect the fact that the child is a member of a community and should be responsible to the community. The curriculum should be revised to reflect the fact that the child is a member of a society and should be responsible to the society. The curriculum should be revised to reflect the fact that the child is a member of a culture and should be responsible to the culture. The curriculum should be revised to reflect the fact that the child is a member of a world and should be responsible to the world.

Administrative Principles

*Store, Clarence R., Supervisors High School, p.326.

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THE CURRICULUM

Definition of Curriculum Construction:-Curriculum construction is the process of determining what to teach in the classroom and how to teach it. This process should not be considered complete until the actual teaching itself has been concluded.

Need for Curriculum Revision:-A new grouping of the school is necessary because of great changes of modern life. The present subject divisions and teaching procedures tend, in some cases to isolate meanings, principles, movements, and forces which, to be really understood must be studied in close relation to their natural settings. The curriculum is never finished. It should be comprehensive; continuous revision must be practiced.

Objectives:-The production and installation of courses of study including all phases of the education program. The professional growth of the entire education staff. An increased interest in and knowledge of education and curriculum problems on the part of lay citizens. Contributions to the more effective coordination of the numerous educative forces prevailing in the community.

Administrative Principles:-All teachers, supervisors, and administrators affiliated with the school system should have an opportunity to participate in the preparation of courses of study. The curriculum shall be constructed by the teachers, supervisors, administrators, and the curriculum director.

The curriculum maker must become a student of the child

of society, and of the accumulated experiences of the race.

As far as possible materials for curriculum building must be secured as a result of scientific research. Experiments carried on in other centers should be carefully investigated and practical results made available for local use.

Before constructing any part of a course of study the entire program for that field of work shall be tentatively determined so that each part may be in consonance with the complete program and with the aims of education. The curriculum must be made in the light of known facts and principles of school administration such as: length of class period, size of classes, arrange of school programs, range of individual differences, library facilities, and laboratory; and shop equipment make it possible for the student to arrive at these or similar generalizations. It is not necessary that they be stated as they are in the suggestions.

It is our purpose to develop intellectual independence on the part of the student.

Selection of Assimilative Materials:—Select only that content which definitely contributes to an understanding of the aspect of the theme being developed. All material should be selected with due regard for the abilities of the students involved.

Emphasis in the social studies must shift from "learning" to experiencing, from "memorizing" to investigating. It is the great fundamental relationships involved in the process of living together today that are significant.

Selection of Activities or Learning Situations:-Each

activity selected should possess the following characteristics: It should be of interest to the students; should be fitted to the capacities and abilities of the students. The offering of opportunities for each student to acquire added facility in dealing with fundamental skills. The curriculum should provide abundant opportunities for meaningful growth on the part of all who participate, and be free from any interference with the physical and mental health of those participating. It should provide opportunities for self-expression.

Teacher Evaluation and Revision:-Each teacher should keep

notes as the unit progresses and file her report with the director of her respective division within ten days after the completion of each unit. The teacher should consider the following points in recording her reactions and in suggesting any supplementary materials or ideas; time allotment, objectives, approaches, activities, culminating activities, references, and errors.

*

SUMMARY

The writer has attempted to show that the teacher of social studies is the most potent factor in molding society of tomorrow. She has a large responsibility, for it is mainly in her classes that the student is to get the training that will fit him for future citizenship.

She wishes to develop in the student the ability to think to draw generalizations, and to apply these generalizations to the problems of contemporary life. She also wishes to develop in the child the open mind, the ability to appreciate and discuss controversial questions.

We have found that through the social studies carefully guided by the teacher, the attitude and appreciation for the finer things of life will develop. The child gains an optimistic view of life. He will develop a permanent interest in observation of his immediate surroundings, his home, the flower, the trees, rivers, streams, and hills.

We also find that the introduction to scientific methods of thinking is made through social studies. The student is able to acquire such facts and principles of nature as will make him a more efficient member of society.

We find that the social studies program is comparatively new or still in its infancy. The development of the social studies program came as a felt need; in fact with the rapidly changing world, the objectives and aims of the newer education can never be realized through the traditional classroom methods.

The child's interest is in the present and he must resort to vicarious experiences to get the knowledge he must have to solve the problems in this increasing complex society. The more problems the individual is faced with the more and varied experiences he must have.

One may think that the social studies program is a pretty large job for any teacher; true, it is a large job, but the time is ripe for it, and every agency in society is working with the schools toward the realization of that aim.

The teacher of the one room rural school faces the biggest job that confronts any teacher. Her task calls for a greater versatility of talents than is demanded of any other teacher. Her problems are many, she is frequently faced with a meager supply of supplementary materials, heavy burden of preparation, short recitation periods due to many classes, that she must teach, she has retarded pupils to make her work still more challenging.

In some cases the teacher will find the carefully guided social studies by taking advantage of the large amount of free materials listed almost everywhere and a thorough knowledge of how to find and grasp the abundance of materials all about her.

The social studies plan a superior for the development of desirable abilities which we hope to inculcate in our pupils. Thus a knowledge of how to find, comprehend, evaluate, and organize materials may be attributed to this plan.

There is still much to be done in the field of social science, to bring about a unified course. The problem raised to bring about changes in methodology, leads to the question, namely: getting adequate materials to teach the social sciences in a unified manner.

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